

NORTH CAROLINA STATE HISTORIC PRESERVATION OFFICE
Office of Archives and History
Department of Cultural Resources

NATIONAL REGISTER OF HISTORIC PLACES

Morgan School

Bailey vicinity, Nash County, NS1100, Listed 9/15/2006
Nomination by Russ Stephenson
Photographs by Russ Stephenson, December 2005



Overall view



Rear view

USDI/NPS NRHP Registration Form

Morgan School

Nash County, North Carolina

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NPS Form 10-900

OMB No. 1024-0018

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

=====

1. Name of Property

=====

historic name **Morgan School**

other names/site number **N/A**

=====

2. Location

=====

street & number **7427 Winters Road (SR 1106)** not for publication **N/A**

city or town **Bailey** vicinity **X**

state **North Carolina** code **NC** county **Nash** code **127** zip code **27807**

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3. State/Federal Agency Certification

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As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide X locally. (See continuation sheet for additional comments.)

Signature of certifying official

Date

North Carolina Department of Cultural Resources

State or Federal Agency or Tribal government

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting official/Title

Date

State or Federal agency and bureau

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4. National Park Service Certification
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I, hereby certify that this property is:

_____ entered in the National Register _____
_____ See continuation sheet.
_____ determined eligible for the _____
National Register
_____ See continuation sheet.
_____ determined not eligible for the _____
National Register
_____ removed from the National Register _____
_____ other (explain): _____

Signature of Keeper_____
Date
of Action=====
5. Classification
=====

Ownership of Property (Check as many boxes as apply)

☒ private
_____ public-local
_____ public-State
_____ public-Federal

Category of Property (Check only one box)

☒ building(s)
_____ district
_____ site
_____ structure
_____ object

Number of Resources within Property

Contributing	Noncontributing
_____ <u>1</u>	_____ <u>0</u> buildings
_____ <u>0</u>	_____ <u>0</u> sites
_____ <u>0</u>	_____ <u>0</u> structures
_____ <u>0</u>	_____ <u>0</u> objects
_____ <u>1</u>	_____ <u>0</u> Total

Number of contributing resources previously listed in the National Register **N/A**Name of related multiple property listing **N/A**

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6. Function or Use

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Historic Functions (Enter categories from instructions)

Cat: **Education**Sub: **school**

Current Functions (Enter categories from instructions)

Cat: **Vacant / Not in Use**Sub: **N/A**

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7. Description

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Architectural Classification (Enter categories from instructions)

Other: Rosenwald School

Materials (Enter categories from instructions)

foundation **Brick**roof **Steel**walls **Weatherboard**

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

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8. Statement of Significance

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Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- ☒ **X** A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ **X** C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

- ☐ A owned by a religious institution or used for religious purposes.
- ☐ B removed from its original location.
- ☐ C a birthplace or a grave.
- ☐ D a cemetery.
- ☐ E a reconstructed building, object, or structure.
- ☐ F a commemorative property.
- ☐ G less than 50 years of age or achieved significance within the past 50 years.

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Areas of Significance (Enter categories from instructions)

Architecture

Education

Ethnic Heritage: Black

Period of Significance **1925-1956**

Significant Dates **1925, 1926**

Significant Person (Complete if Criterion B is marked above) **N/A**

Cultural Affiliation **N/A**

Architect/Builder **Unknown**

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

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9. Major Bibliographical References

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(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS)

___ preliminary determination of individual listing (36 CFR 67) has been requested.

___ previously listed in the National Register

___ previously determined eligible by the National Register

___ designated a National Historic Landmark

___ recorded by Historic American Buildings Survey # _____

___ recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

___ ☒ State Historic Preservation Office

___ ☒ Other State agency

___ Federal agency

___ Local government

___ University

___ Other

Name of repository: **North Carolina State Archives**

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10. Geographical Data

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Acreage of Property **approx .24 acres**

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	17	758620	3967540	3	___	_____
2	___	_____	_____	4	___	_____

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

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11. Form Prepared By

=====

name/title	Russell Stephenson
organization	Russell Stephenson, Architect date December 19, 2005
street & number	213 Oberlin Road telephone (919) 828-3699
city or town	Raleigh state NC zip code 27605-1646

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Additional Documentation

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Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage
or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

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Property Owner

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(Complete this item at the request of the SHPO or FPO.)

name	<u>Jerry Horner</u>	<u>Jean Horner</u>
street & number	<u>5304 Emerson Drive</u>	
telephone	<u>919-787-3112</u>	
city or town	<u>Raleigh</u>	state <u>NC</u> zip code <u>27609</u>

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The Site

Morgan School stands alone on a gentle rise at the northeast quadrant of the intersection of Winters Road (SR 1106) and Mount Pleasant Road (SR 1132) in southwestern Nash County. The surrounding landscape is open, slightly rolling and rural agricultural land. The two-classroom building faces west, set back approximately fifty feet from Winters Road on the existing one quarter acre lot, and is surrounded by agricultural fields. Approximately a dozen trees mark the site, in informal groupings of evergreen and deciduous species located mostly along the drainage swales that border the intersecting rural roads. There is one camellia foundation shrub centered at the front of the building and several dozen daffodils are planted south of the building. An informal gravel driveway enters the site from Winters Road near the intersection. To the south along Winters Road, within sight of the school, is the small, historically African American community of Branch Village and the St. Mary Disciples Church of Christ.

The Building

Funded and constructed between 1925 and 1926, Morgan School closely resembles "Floor Plan No. 20, Two Teacher Community School, To Face East or West Only" illustrated in Rosenwald *Bulletin* No. 3 (See Exhibit B). The structure is a single story, side-gabled shallow T, roughly thirty feet by sixty feet, containing the two classrooms, with the long dimension oriented north-south. A twenty-one foot wide front-gabled wing containing the 'Industrial Room' extends seven feet west and is centered on the west facade. The north and south ends of the building are symmetrical inside and out, except for minor alterations made in the early 1960's, described below.

The foundation is continuous running bond, red common brick (painted white), about two feet tall with one crawl space access opening centered on the south elevation. The foundation perimeter is wrapped by a continuous projecting concrete band about eight inches wide, exposed between two inches and ten inches above grade. At the entrances this concrete projection widens to about seven feet, serving as the base for the four entrance steps, which are constructed from bullnose concrete masonry at the north entrance and cast concrete at the south entrance. The original steps were wooden. [Perry interview]

The building's floors, walls and roof are wood-framed. There is some minor deterioration at the lower northeast corner where the half-lapped eight-by-eight sill plates are exposed. The exterior wall finish is painted one half inch clear pine weatherboards on unsheathed studs. Some three quarter inch pine weatherboards have been inserted where original windows have been removed. All windows are wood-framed and are double hung except one, as noted below. Replacement windows have aluminum storm sashes.

The main and porch roofs are painted galvanized standing seam steel. Rafters are exposed, showing beveled tongue and groove roof sheathing. Simple two-piece gable and eave fascias made from the

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tongue and groove material leave the rafter tails partially exposed. The eave overhang is twenty inches. The gable overhang is fifteen inches. The gable overhangs are supported at the eaves and peak by triangular knee brackets. The original rectangular attic vents at each gable appear to be in place, but are covered by plywood. A sixteen inch by forty-eight inch painted brick chimney with modest corbel cap detail rises four feet above the cross-gable ridge, just west of the two roof valleys.

The symmetrical west (front) facade contains three major elements, each about twenty feet wide, consisting of the centered projecting gable of the Industrial Room, flanked on either side by the main side-gabled building volume. The northern third of the façade consists of a pair of original six-over-six windows set high in the wall and an entrance door into the north classroom. The door is recessed five feet beyond a small exterior vestibule. The cased opening to the north vestibule is roughly four feet wide by nine feet tall and is sheltered by small open-framed shed roof set below the main eave, with Craftsman-influenced exposed framing and triangular knee brackets. The north vestibule floor is partially deteriorated and sheathed with plywood. The central third of the façade consists of the gable-end projection of the Industrial Room. The raking fascia overhang is supported at the eaves and ridge with small knee brackets. The gable wall contains a gable vent covered by plywood, two replacement windows, and retrofitted siding infilling where the original windows were removed. The southern third of the façade is largely a mirror image of the northern third, with one exception: the cased opening into the southern stoop has been reduced to the size of a modern door - about three feet wide by six feet, eight inches high.

The east (rear) elevation is a single sixty-foot wall plane sheltered by the continuous eave of the main roof and contains three window groupings. The northern half of the façade retains its original six tall, grouped classroom windows with nine-over-nine sashes. Two sashes are missing, replaced by plywood. The original classroom windows in the southern half of the façade have been replaced with two pair of smaller two-over-two horizontal divided lite windows. The north and south building elevations originally contained no windows, but one of the original nine-over-nine sashes removed from its original location, has been retrofitted into the south wall as a top-hinged, in-swing awning window.

The interior of Morgan School retains its original interior layout and most of its original elements. As with all of the *Bulletin 3* designs, Plan No. 20 is based on extensive scientific research into providing an optimum learning environment with an economy of means. The result is a pair of classrooms and support spaces filled with light and finished with simple, durable materials and functional detailing.

The two twenty-two feet by thirty feet classrooms comprise most of the interior space and are separated by a common east-west wall. To the west of the classrooms is the main north-south wall, running the length of the building. On this wall, each classroom has two door openings into its roughly five feet by thirteen feet cloakroom, a door opening into its exterior vestibule, and a door opening into the shared Industrial Room, roughly twelve feet by twenty feet. All doors have three-lite transoms. All

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ceilings are twelve feet high.

The floors are unfinished tongue and groove pine, the walls and ceilings are painted beveled tongue and groove pine with v-groove, and the wall, floor and ceiling junctures are trimmed with a five-quarter-inch quarter round. The wall between the classrooms contains two large openings, one of which retains the original operable blackboard, originally designed to slide up into the wall so that the two classrooms could be converted into a single large assembly space. The second large opening has been altered to create a doorway between the classrooms.

The north classroom exhibits the original fenestration pattern, based on a scientific analysis by the Rosenwald Foundation staff of optimum classroom daylighting conditions for a southern United States location. Sills are set above seated student eye level, as light from below that level was considered undesirable. The window heads are set close to the ceiling in order to transmit as much light as possible to the far side of the room. There is a retrofitted structural post bolted to the center jamb of the grouped windows. The north wall contains a large blackboard set flush with the interior wall finish. In the southwest corner of the room there is some flooring deterioration and evidence of a retrofitted bathroom that has been removed. The north cloakroom contains a retrofit well tank and associated plumbing.

The south classroom contain the replacement east and south windows described above. The east wall also contains elements of four of the six original window sashes and frames in the wall above the new units. Much of the original floor has been overlaid with one-by-four boards and wood parquet tiles. There is evidence of retrofitted interior partitions that have since been removed. The original five-quarter-inch quarter round trim has been removed, as has some of the original wall finish on all four walls. There is a retrofitted cast iron sink and wood base cabinet in the southwest corner. The south cloakroom floor has an overlaid composition tile finish.

The Industrial Room floor has an overlaid composition tile finish and deflects along the outside wall, showing evidence of some structural deterioration. The west wall includes the replacement windows described above. Elements of two of the four original window sashes and frames remain in the wall, above the new units. The east wall contains the flush, stuccoed masonry mass and thimble of the chimney. The ceiling at the chimney has a number of missing and loose boards. Alumni interviews indicate the classrooms were heated by pot-bellied, wood-burning heaters, while the kitchen / lunchroom was furnished with a wood-burning stove.

Morgan School is one of the best preserved of the seven remaining Rosenwald schools in Nash County. With the exception of the replacement windows in two rooms, the structure, building envelope and interior details are substantially intact. The building's siting, construction and appointments provide a remarkably exact rendering of Plan No. 20 and the intentions of Booker T. Washington and Julius Rosenwald.

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Summary

Morgan School meets National Register Criterion A: Education and Black Ethnic Heritage and Criterion C: Architecture. The story of Morgan School in Nash County begins with the work of Booker T. Washington at his Tuskegee Institute in Alabama and a movement of progressive northern philanthropists in the 1910s. Washington interested Julius Rosenwald, the self-made Sears Roebuck & Co. millionaire from Chicago in a plan to promote African American education and betterment in the rural south. The two melded Washington's philosophy of African American improvement through education in practical skills (less likely to spawn racial backlash than by challenging racist laws and customs) [Hanchett p. 392], with Rosenwald's philosophy of self-help and inter-racial cooperation by providing matching grants for an ambitious school building program structured to appeal to African American communities as well as the white political and educational establishments. [Embree p. 39] Between 1917 until 1932 [Embree p. 37, 50], the Rosenwald Fund contributed toward the construction of 5,357 African American public schools, teacher's homes and shops in fifteen southeastern states. Eight hundred and thirteen were built in North Carolina, more than any other state. [Embree p. 51]

The seventeen Nash County Rosenwald Schools date from between 1919 and 1929. [Hanchett p. 438] Adoption of the Rosenwald concept began slowly, but by the time Morgan School was funded and constructed, between 1925 and 1926 [NC Archives: Nash County Board of Education Minutes, 1896-1956 microfilm], the building designs, funding mechanisms and construction oversight processes were well in place. Morgan School building closely resembles "Floor Plan No. 20, Two Teacher Community School, To Face East or West Only" illustrated in Rosenwald *Bulletin No. 3*, published in 1924. Morgan School is associated with events that have made a significant contribution to the broad patterns of local history in the areas of education and African American ethnic heritage in Nash County. In service from 1926 until the mid-1950's, Morgan School served not only the educational needs of the surrounding African American families, but also as the meeting place for PTA and other community gatherings. In the wake of school consolidation, the school was closed and the property auctioned in 1956 [Nash County Register of Deeds]. The school building was converted to a private residence soon after. The period of significance begins in 1926, the year the building was placed in service, and ends sometime before December 17, 1956, when the property was sold at auction by the Nash County Board of Education, which meets the fifty-year requisite age for significance under criteria A and C.

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Historical Context Statement Criterion A: African American Heritage and Education

Standing at the open crossroads of Winters Road and Mount Pleasant Road between Bailey to the south and Spring Hope to the north, Morgan School is the tangible expression of the social, political and economic forces that defined the course of African American education in the South in the early decades of the twentieth century.

Before 1843, Nash County, N. C. had no free or public schools. Records of early Nash County academies date from 1809. The earliest schools employed private tutors on plantations or at in-town academies. Public schools were first established in Nash County after passage of an 1839 statewide referendum proposing public 'common schools'. In 1843, the county court established school districts. "Thirty one schools were to be operated for white pupils. It was a violation of the law to teach a black slave to read and write." [Inscoc p. 186] These public schools were supported by a State Literary Fund until the Civil War, which brought an end to public schools in Nash County, though several private academies continued to operate.

Public education of African Americans began in North Carolina in 1865, with funding from the federal Bureau of Refugees, Freedmen, and Abandoned Lands. [Hanchett pp. 388] The abolition of slavery in 1865 led to a fundamental rethinking of North Carolina's economy as former plantation owners became landlords competing in a market of labor wages and emerging entrepreneurial opportunities. The resulting growth of North Carolina cities, often along new rail lines, brought progressive educational ideas including graded schools, improved teacher training, and more centralized control. [Leloudis pp. 18-22] The new south economy faced challenges, however, from a coalition of blacks and disaffected white farmers, and from local church-based schools confronted with the growth of public education. [Leloudis pp. 113-115, 136] Democrats finally split this rising tide of the Republican-Populist fusion along racial lines with a series of disenfranchisement and segregation laws in the late 1890's. In 1900 Charles B. Aycock was elected governor on a platform of white supremacy and school reform, a seemingly ironic combination for the state's African American population. [Leloudis pp. 137-141]

The North Carolina Constitution of 1868 established free public schools, and an amendment in 1875 required separate but equal facilities for African American and white children, but "[p]overty and the grossly unequal distribution of school funds meant that black students had fewer teachers, shorter terms, and inferior facilities and supplies." [Crow p. 154] Nash County records of 1872 list 138 white and eighty-four African American pupils enrolled, representing less than one quarter of the county's children. [Inscoc p. 187] In 1883, Rocky Mount was authorized by the Legislature to levy a local school tax, followed almost twenty years later, by Spring Hope in 1902. In 1912, thirty-two of fifty-one white public schools in Nash County were

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one-teacher facilities. At the same time, thirty-seven of thirty-eight African American schools were one-teacher facilities. The state passed a compulsory attendance law in 1913, but it was “not fully effective, especially in black schools” [Inscoc p. 189] In general, “[l]ocal school boards routinely offered poverty as an excuse for turning away appeals for new buildings.” [Leloudis p. 217]

In the early twentieth century, northern industrialist-philanthropists seized on the new spirit of bringing the South into the national economy in a series of programs focused on improving public education. In the 1910s Booker T. Washington persuaded Chicago philanthropist Julius Rosenwald to embark on a school-building program designed to improve rural African American education in the South. The program depended for success on maintaining a balance of matching grant funds and sweat equity by local communities; a balance of state-level oversight and local school board autonomy; and a balance of educational and vocational instruction that would not be perceived as a threat to the white supremacist order. [Embree p. 43] Of the 5,357 Rosenwald Schools built by 1932, 813 were built in North Carolina, more than in any other of the fifteen participating southern states. [Embree p. 51] Nash County’s seventeen Rosenwald Schools date from between 1919 and 1929. [Hanchett p. 438], [Lewis Survey]

The earliest record of Rosenwald funding in the Nash County Board of Education meeting minutes dates from June 4, 1917. [NC Archives: Nash County Board of Education Minutes, 1896-1956 microfilm] It lists contributions for Evans School of \$250 from colored people, \$200 from the Rosenwald Fund and approximately \$300 from the county. The Superintendent of Schools was instructed to proceed with the school on July 2, but August 2 minutes indicate that construction bids came in too high, necessitating a one-year delay. Minutes through 1918 list several requests for colored school funds at locations including Gold Valley, Bailey, Middlesex, Taylor, Rawlins and Lewis Ricks. All were postponed, with applicants being instructed by the Board of Education to make the best arrangements possible.

In December of 1918 Superintendent of Schools Oscar Creech retired and was replaced by L. S. Inscoc, an Army lieutenant returning from World War I. Inscoc had administrative and teaching experience at Red Oak Farm Life High School and went on to serve as Superintendent of Nash County Schools until 1961. Early on in his tenure as Superintendent, Inscoc became an advocate for the Rosenwald schools, with the first in Nash County (Evans School) being completed in 1920. [Hanchett pp. 438] In 1927 Inscoc wrote a letter of appreciation to Mr. S. L. Smith of the Rosenwald Fund in Nashville, Tennessee:

. . . I know of no other philanthropy which in my opinion has been so wisely and effectively expended nor provided such desirable results . . . There was not a

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satisfactory negro school building in the County until the first Rosenwald building was erected . . . the best classroom in any building other than Rosenwald buildings in Nash County is poorer than the poorest classroom in a Rosenwald building. [NC Archives: DPI, DNE, Correspondence of the Supervisor of the Rosenwald Fund July 1926-June 1927]

References to Morgan School, the twelfth Rosenwald School in Nash County, begin in the Nash County School Board minutes of March 3, 1925, with "the sale of the old Morgan school house to Mr. M. F. Morgan." Milton Morgan was a prominent white landowner in the area, living near Mount Pleasant. [Perry interview] On September 7, 1925, the School Board minutes state: "Mr. M. F. Morgan consulted the Board relative to the construction of a house for the Morgan colored school; there being no house available at present. The Board informed Mr. Morgan that it had made appropriation of \$1,000.00 toward the construction of a house and would authorize the expenditure of this amount whenever the district provides the necessary part to be paid by the district." By December 7, 1925 construction of Morgan school was underway. In School Board minutes of that date, Superintendent Inscoe described unexpected costs of drilling a well at Morgan School. On January, 11, 1926 Inscoe wrote to W. F. Credle, Rosenwald Fund Supervisor for the State: "The Morgan school has been closed in, the painting is going on on the outside, the floor is laid, and work was being done on the ceiling when I was there the middle of last week." In a letter to L. S. Inscoe dated February 26, 1926, Credle enclosed a check for " \$700 payment in full from the Rosenwald Fund on the Morgan school". [NC Archives: DPI, DNE, Correspondence of the Supervisor of the Rosenwald Fund July 1925-June 1926]

Morgan School housed grades one through three in one classroom and four through seven in the other. At first, the school operated without electricity, which was installed around 1937. In the summer the windows and doors were opened for ventilation. In the winter, the school was heated by two iron pot-bellied, wood-burning heaters, one in each of the classrooms. One of the older students was assigned the task of getting the heaters burning before school started. [Powell interview] The Industrial Room was referred to as the Kitchen and included a wood-burning stove. As with all of the *Bulletin 3* designs, the Industrial Room was originally designed by the Rosenwald Foundation staff to accommodate vocational training programs promoted by Booker T. Washington. Interviews with Morgan School teachers and alumni indicate that the room was used as a kitchen and lunchroom. The cloak rooms were furnished with a plank with nails for hanging coats. The cloak rooms were also the locations where students being punished were required to stand. [Perry interview]

In addition to normal primary education subjects, vocational subjects were taught once a month by agricultural extension staff. 4-H courses were a regular part of the school curriculum. For

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boys, subjects included swine, poultry, dairy cows and horticulture. Girls studied home economics. [Wright interview] The school was also used for community meetings, when the blackboards between the two classrooms were raised to provide a larger meeting space to a stage (noted by a former student, but no longer extant) in the south classroom. Events included PTA meetings, evening church musical programs and other community and holiday events. [Powell interview] The grounds included two privies, east of the school, and a playfield, often used for softball, located north of the school. [Perry interview]

Despite the Rosenwald Fund's success at getting schools built, it became increasingly clear that private funding could not keep up with the widening gap caused by public funding being directed heavily toward white schools, and after Rosenwald's death in 1932, the Fund's school-building program closed. Rosenwald historian Thomas Hanchett concluded:

By providing eighth grade educations, supplemented by 'industrial' classes in farming and home economics. Rosenwald Schools educated students to be good farmers, instead of giving them the capability to leave rural life. Ultimately, by 1932, Rosenwald Fund officials had concluded that the transformation in black education anticipated by Washington and his followers had not occurred and that his method of conciliation and cooperation was not the route to deep social change. [Hanchett p. 427]

The history of Morgan School offers some evidence that the Rosenwald school experiment did create opportunities beyond rural life. An impressive case in point is the story of Mrs. Vashti Perry. Perry was born in 1925, the same year Morgan School was begun, and still lives in the house in which she grew up. She attended Morgan School from 1931 through 1938, walking four miles to and from school each day and credits her mother for giving her the determination to complete high school. Her three sons attended Morgan School and each went on to receive college degrees. [Perry Interview] James Leloudis echoes the sentiment that Rosenwald Schools:

. . . served as vital bridges between the freedom struggles of the late nineteenth century and those of the mid-twentieth. In a world deprived of politics, black North Carolinians found in the classroom both a refuge and a place to test and renegotiate the limits of white supremacy. That was the legacy of Joseph McNeil, one of the four young men who sat down at a Greensboro lunch counter in 1960 and helped to inaugurate the sit-in phase of the modern civil rights struggle. When asked to account for his courage, McNeil pointed to his public school and the black women who had been his teachers." [Leloudis p. 228]

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Historical Context Statement Criterion C: Architecture

Morgan School is a remarkably exact rendering of Floor Plan No. 20, one of seventeen standardized plans produced by the Rosenwald Fund and published in booklet form beginning in 1924. (See attached Exhibits A & B) The design incorporates many innovations based on extensive scientific research into providing the best possible learning environment within tight budget constraints. The designs specify optimum site selection, building orientation, daylighting, plan layout, colors and materials. [Hanchett pp. 400-406] The overall effect is one of sturdy economy and an understated, confident fitness to purpose. These characteristics are expressed in Morgan School's siting to the cardinal points with banks of large east-facing windows in the classrooms, the simplified building form expressed in economical yet durable materials, and the somewhat unexpected yet characteristic design of a moveable partition between the two classrooms, allowing them to be combined into a single assembly hall. At Morgan School this is achieved by means of two large chalkboards set into the wall separating the classrooms, installed as operable sashes that slide up into the wall above.

Constructed between 1925 and 1926, Morgan School was the twelfth of seventeen Rosenwald schools built in Nash County between 1919 and 1929, [Hanchett p. 438] and is one of the best preserved of the seven that remain in the county. A survey of standing and demolished Nash County Rosenwald schools was conducted by Hazel Lewis between 2002 and 2003. Among the surviving school buildings are two, two-teacher schools, the Avent and Bailey schools. The frame Avent School (Aventon) has good integrity and it dates to 1923-24, while the 1925-26 Bailey School (Bailey) is in fair physical condition, but retains good historic integrity. Castalia School (Castalia vicinity) of 1921-22 is a three-teacher school with very good historic integrity and it has been adapted to a community center use. Whitakers School (Whitakers) dates to 1923-24, and it was one of three, four-teacher Rosenwald schools in Nash County. It has also been converted to a community center. Lastly, the one-story, frame, L-plan Evans School (Nashville vicinity) is the oldest standing Rosenwald school in the county and it dates to 1919-20. It was built prior to the publication of school designs by the Rosenwald Fund, and it has been covered with modern wooden siding.

In every aspect of its design, execution and overall bearing, Morgan School is a particularly well-preserved example of both the intentions embodied in the Rosenwald School program and as a tangible reminder of the forces that defined the course of African American education in the South in the early decades of the twentieth century.

United States Department of the Interior
National Park Service

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Nash County, North Carolina

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- Embree, Edwin R. and Julia Waxman. *Investment in People: The Story of the Julius Rosenwald Fund*. New York: Harper & Brothers, Publishers, 1949.
- Hanchett, Thomas H. "The Rosenwald Schools and Black Education in North Carolina." *The North Carolina Historical Review* Vol LXV, No. 4, October 1988: 388-444.
- Inscoc, L. S. "Brief History of Nash County Schools", essay in "By Faith and Heritage We Are Joined: A Compilation of Nash County Historical Notes" on file at Braswell Memorial Library, Rocky Mount, NC.
- Julius Rosenwald Foundation, *Community School Plans*, Bulletin No. 3. Nashville, TN: Julius Rosenwald Foundation, 1924.
- Leloudis, James. *Schooling the New South: Pedagogy, Self and Society in North Carolina, 1880-1920*. Chapel Hill, NC: UNC Press, 1996.
- Lewis, Hazel. "Rosenwald Schools of Nash County, North Carolina, 1919-1929" Field survey on file at North Carolina State Historic Preservation Office, Raleigh, NC.
- Perry, Vashti. Interview with Russ Stephenson, March 31, 2005.
- Powell, Alice. Interview with Russ Stephenson, March 14, 2005. Powell taught at Morgan School for 2 years beginning in 1945, her first year out of college at Elizabeth City State College.
- Wright, Frank. Interview with Russ Stephenson, March 16, 2005. Wright served as the first African American Agricultural Extension Agent for Nash County, from 1951-1974.

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Morgan School
Nash County, North Carolina

Verbal Boundary Description

The boundary encompasses the school and its associated .24 acre lot of Nash County tax parcel 275500547316.

Boundary Justification

The boundary includes the school and its historically associated property, providing an appropriate setting for the resource.

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Exhibit A

Morgan School, Nash County, NC

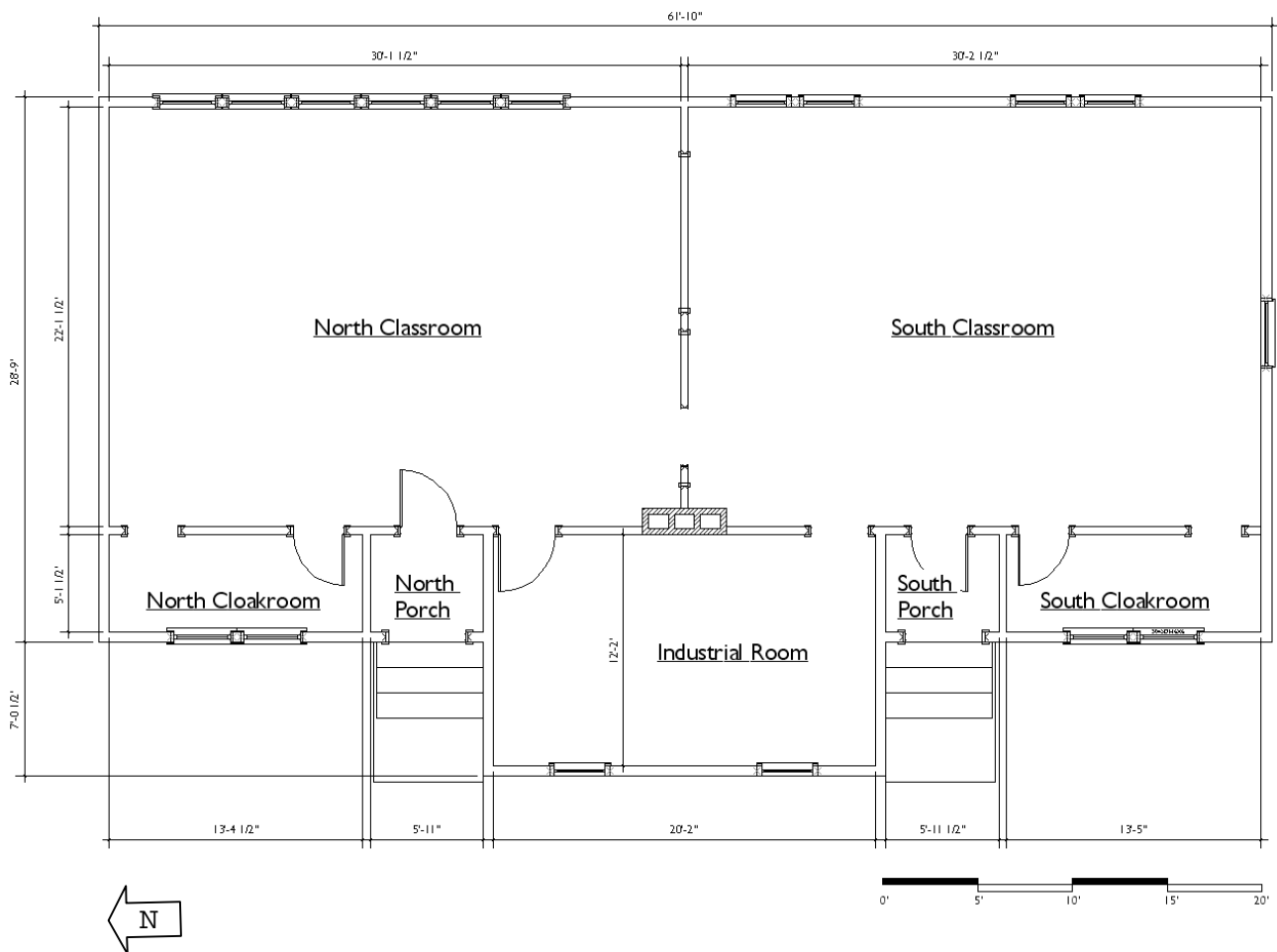


EXHIBIT A
Existing Morgan School Plan Drawn From Field Measurements

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Exhibit B

Morgan School, Nash County, NC

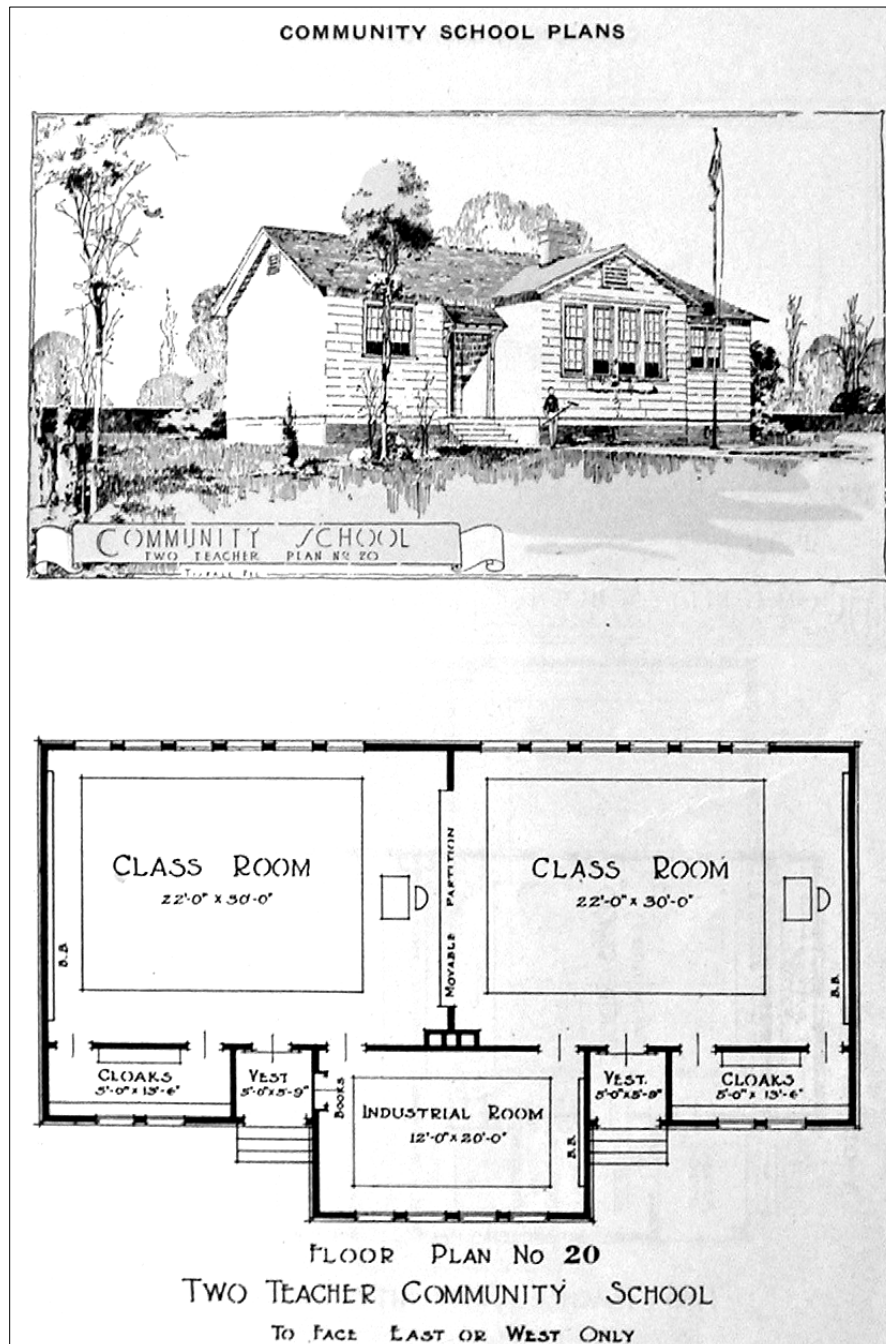


EXHIBIT B

“Floor Plan No. 20, Two Teacher Community School, To Face East or West Only” illustrated in
Rosenwald Foundation *Bulletin No. 3*, published in 1924

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Tax Map Information

Morgan School, Nash County, NC

Source: Nash County Online Real Estate Data
<http://www.gis.co.nash.nc.us/sdx/viewer.htm>

Maps & Info	<u>Parcel Number</u>	<u>Record Number</u>	<u>Account Number</u>	<u>Owner Name</u>	<u>Owner Address</u>	<u>City, State</u>	<u>Zip Code</u>	<u>Parcel Address</u>	<u>Assessed Value</u>	<u>Heated Sq Ft</u>	<u>Sale Price</u>	<u>.Deed Date</u>	<u>Acreage</u>
Map & Info	275500547316	1259	67216300	HORNER JEAN ELMORE ET AL	5304 EMERSON DR	RALEIGH NC	27609	7427 WINTERS RD	12224	1748	12500	6/3/1999	0.24
Date/Time Stamp December 19, 2005 1:53:29 pm		The data effective date is: Monday, December 5, 2005 at 12:00 pm.		This map is prepared for the inventory of real property found within this jurisdiction, and is compiled from recorded deeds, plats and other public records and data. Users of this map are hereby notified that the aforementioned public primary information sources should be consulted for verification of the information contained on this map. The County assumes no legal responsibility for the information contained on this map.									

7427 Winters Road Parcel

